



Thinking Aloud: Oral Assessment

Directions: Read aloud the following instructions to the student. Record the student's responses below each question/statement.

Teacher:

I want you to tell me as much as you can about the first few lines of this passage as you (or I) read it aloud. I am going to stop you during the reading so you can tell me what you are thinking as you read (or listen to me read).

Now, I want you to tell me exactly what you were thinking about. The important thing is that you pay attention and remember the story (or text), so that you can tell me what you were thinking about during the reading. You can tell me anything that the book makes you think about, any problems you had during the reading, and what you think it is about.

Note ➡ Identify logical stopping places, roughly every third or fourth page in picture books, and every two to three paragraphs in longer text. Read and stop and repeat the above procedure when you have read enough text to allow the student to think aloud.



Using Schema: Oral Assessment

Directions: Read the following instructions to the student. Record the student's responses below each question/statement.

Teacher:

I want to ask you some questions about what you think about while you (or I) read.

- A. When you read (or listened) to the text, did it remind you of anything you know about or believe? What? Why did it remind you of that? (If student's response is no, ask, "Did it remind you of any experiences or things that have happened before?")

- B. Are there things you know about your life, yourself as a reader, this author, or this type of text that help you to understand this book? How does that help you to understand better?

- C. Choose one of the questions below to ask the student:
- We have just talked about what this book reminds you of. (Restate student's response.) What do you understand now that you did not understand before?
 - How does schema or background knowledge help a reader understand a text while reading?
 - How did thinking about your own schema or background knowledge help you understand this text?



Inferring: Oral Assessment

Directions: Read the following instructions to the student.

Record the student's responses below each question/statement.

A. Choose from narrative text or expository text for question A.

- For narrative text: **When you read (or heard me read) could you predict what was about to happen? Why did you make that prediction? Can you find something in the book that helped you to make that prediction? What do you already know that helped you make that prediction?**
 - For expository text: **In addition to what you have read (or heard me read) so far, what do you think the author wants you to know or learn at this point in the text?**
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B. Select an event or fact from the text that calls for a conclusion, opinion, or interpretation. Refer to the event or fact when asking the following questions.

- **What did the author mean by _____? What details in the text help you to know that? What do you already know that helped you to decide that?**
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C. **What do you know about this text that the author didn't write?**

D. Choose one of the questions below to ask the students:

- **We have just talked about inferring.** (Restate one of the child's conclusions, opinions, interpretations, or predictions and identify it as an inference.)
What do you understand about this text now that you didn't understand before?
 - **Why do readers understand better when they infer? Why should readers infer? How does inferring help a reader understand a text better?**
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Asking Questions: Oral Assessment

Directions: Read the following instructions to the student.

Record the student's responses below each question/statement.

A. What did you wonder about while you (or I) read this text?

B. What questions do you have now about what you (or I) read?

C. Choose one of the questions below to ask the student:

- We have just talked about the questions you asked during reading. (Restate student's response.) How do questions help you understand more of what you're reading?
- What do you do when you are reading and a question comes into your mind? Do questions help you understand some kinds of text better than others? Tell me more about that.



Determining Importance in Text: Oral Assessment

Directions: Read the following instructions to the student. Record the student's responses below each question/statement.

- A. Are there some parts of this text that are more important than the others? Which ones? Why do you think they are the most important?
- _____
- _____
- B. What do you think the author thinks is the most important part so far in the text? What signals or clues did the author use to make you believe _____ (restate student's response) was important?
- _____
- _____
- C. Choose one of the following:
- We have just talked about parts of the text (restate student's response) that you feel are important. How does thinking about the more important parts help you to understand the text better?
 - Do you think or do anything while you are reading that helps you remember the important parts?
 - Do you ever have trouble remembering what is important after you read? How do you solve that problem?
- _____
- _____

Note ➡ If assessing all of the comprehension strategies, repeat the "Thinking Aloud" Assessment (page 52) with a continuation of the text that the student is reading. Then, continue with the remaining assessments. If assessing only the "Determining Importance in Text" strategy, you do not need to reassess the "Thinking Aloud" process at this time.

Note ➡ Determining importance in text is also related to main idea and summarizing.



Setting a Purpose for Reading: Oral Assessment

Directions: Read the following instructions to the student.

Record the student's responses below each question/statement.

A. What will this text help you learn about?

B. When would you read (or listen to) another text like this? What for?

C. Why would you pick this text to read on your own?



Monitoring Comprehension: Oral Assessment

Directions: Read the following instructions to the student. Record the student's responses below each question/statement.

- A. What problems did you have while you (or I) were reading this text? Did you have more difficulty reading the words or understanding the ideas? When you are reading at other times, what kinds of problems do you usually have?

- B. What did you do to solve any problems you had? How do you usually solve the problems you have when you read?

- C. How do you know when you understand a text? What would you tell another student to try if he or she has trouble understanding?

- D. Choose one of the questions below to ask the student:

- We have just talked about the problems you have while reading and the ways in which you solve them. What is important to know when you have a problem while you are reading and (restate student's response)?
- What are the different choices you can make to try to solve that problem?
- What would you tell another reader who might not realize when a text doesn't make sense?



Visualizing (Using Sensory and Emotional Images): Oral Assessment

Directions:

Read the following instructions to the student. Record the student's responses below each question/statement.

- A. When you (or I) read the text, did you create pictures or images in your mind? Tell me everything you can about the images in your mind during the reading. What details in your images are not in the words (or pictures) in the book?

- B. Can you remember creating pictures or images in your mind to help you understand the ideas when you read another book? Tell me everything you can about those pictures or images.

- C. Choose one of the questions below to ask the students:

- We have just talked about the pictures or images you created in your mind while I read. Do those pictures or images help you to understand the text better?
- How do images help you understand more about what you read?
- What would you tell another reader about how to create images to better understand a text?



Synthesizing and Retelling: Oral Assessment

Directions: Read the following instructions to the student. Record the student's responses below each question/statement.

- A. If you were to tell another person about the text you (or I) just read and you could only use a few sentences, what would you say?

- B. When you were reading (or listening to me read), did you change your mind about what the text is about? Can you show or tell me where you changed your mind and why?

- C. Think about what you have just said about the story. What do you understand now that you didn't understand before? What do you think the author wants us to understand about this text? What opinions and ideas did you form about this text during and after reading it?

Note ➡ This assessment can also be used for "Retelling" (see Rubric on page 79)
Summarizing is also related to synthesizing and retelling..



Text Structure/Structural Patterns: Oral Assessment

Directions: Read the following instructions to the student. Record the student's responses below each question/statement.

There are some parts of the texts you read that you find in every text. These are called text elements or structures. For example, there are usually characters, a problem, and events in a fiction story. I want to ask about text elements now.

A. In this text, did you find text elements or structures? What were they?

B. How were text elements or structures in this text used?

C. How did those text elements or structures help you better understand the text?

D. How can text elements or structures help you better understand any text you read?
